DOCUMENT RESUME

ED 397 885 JC 960 487

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TITLE The Tech Prep Articulation Agreement, Lewis-South Thurston Consortium.
INSTITUTION Lewis-South Thurston Counties Tech Prep Consortium, WA.
PUB DATE 96
NOTE 21p.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Articulation (Education); *College School Cooperation; Community Colleges; Core Curriculum; *Curriculum Design; *Early Childhood Education; High Schools; *Integrated Curriculum; Partnerships in Education; Portfolios (Background Materials); *Program Design; Tech Prep; Two Year Colleges

ABSTRACT

Early Childhood Education (ECE) Tech Prep is a partnership among Washington's Centralia College, secondary schools, business, and the community to prepare students and workers through logically sequenced courses leading to successful transition from high school to postsecondary education and/or work. This articulation agreement describes goals and methods used in the ECE Tech Prep project. First, the vision, mission, and goals of the project are detailed, indicating that the project seeks to provide an integrated, competency-based curriculum; a clear pathway from secondary to postsecondary education; articulated courses that lead to a community college ECE certificate or associate degree; and preparation for careers in ECE. Next, the actual agreement is presented, describing the project's statement of intent and policies related to equal opportunity, the articulation of course content, postsecondary entrance requirements, the mandatory use of competency portfolios for students seeking entrance into postsecondary institutions, the postsecondary degree program application procedure, the recording of tech prep credits on postsecondary transcripts, and the role of secondary and postsecondary ECE instructors. Appendix A provides a checklist of ECE competencies in the areas of health, safety, and nutritional needs; observation, assessment, and recordkeeping; cultural and individual diversity; and child guidance. Appendix B provides ECE Tech Prep recommend courses, and Appendix C presents a sample application for tech prep college credit. (BCY)

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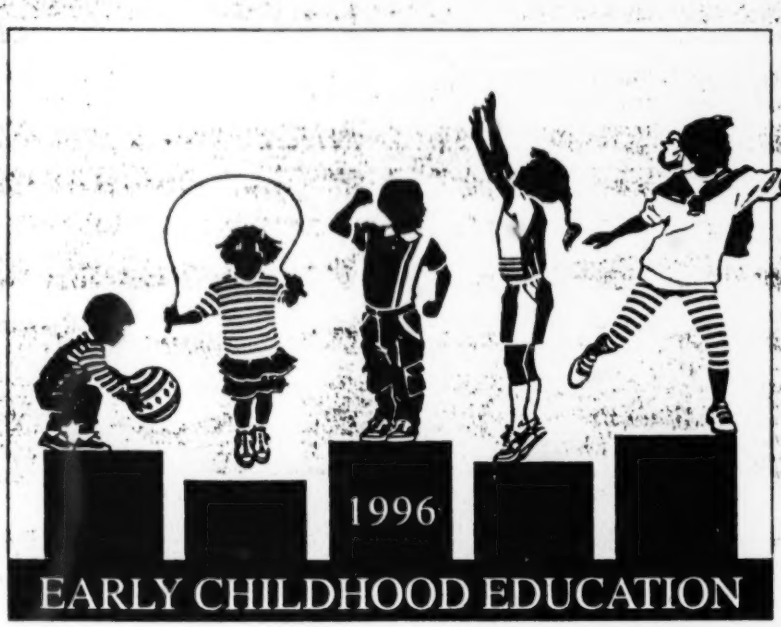
ED 397 885

Lewis - South Thurston Consortium

THE TECH PREP ARTICULATION AGREEMENT



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Lewis-South Thurston Tech Prep Consortium
Early Childhood Education (ECE)

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LEWIS-SOUTH THURSTON TECH PREP CONSORTIUM (LSTC)
Home & Family Life (HMFL) / Early Childhood Education (ECE)

Vision: Early Childhood Education (hereafter referred to as ECE) Tech Prep is a partnership among secondary schools, postsecondary schools, business, and the community to prepare students/workers through logically sequenced courses leading to successful transition from high school to postsecondary and/or work.

Mission: To provide the opportunity for secondary students to receive college equivalent credit or avanced placement for successfully completing secondary ECE.

Goals:

1. Competency based curriculum that is integrated, applied and relevant to the ECE field.
2. Articulation of curriculum at the secondary and postsecondary level so that a clear pathway exists.
3. Competency based portfolio used to document acquired skills and knowledge.
4. Strengthen relationships between high school, college, and business communities.
5. Articulated courses that lead to a community/technical college ECE certificate or Associate in Arts degree.
6. Preparation leading to related careers in ECE.

ECE AGREEMENT

- Statement of Intent
- Equal Opportunity
- Articulated Course Content
- Postsecondary Entrance Requirements
- Competency Profile
- Document Portfolio
- Postsecondary Application Procedure
- Application Processing Fees
- Postsecondary Transcript Recording Credits
- Role of Secondary ECE Instructors

ECE Tech Prep Agreement

Statement of Intent

The Lewis-South Thurston Tech Prep Consortium (hereafter referred to as LSTC) offers secondary students the opportunity to receive college equivalent credit or advanced placement for successfully completing secondary ECE classes. The articulated courses will lead to a community/technical college ECE certificate, or Associate in Arts degree.

This proposal will become effective upon administrative approval from all LSTC members.

Equal Opportunity

All participating members of LSTC acknowledge that by fulfilling the terms and conditions of this agreement, no student will be denied access or services as prescribed under federal law.

Articulated Course Content

Course content is based on existing professional Early Childhood Career Development Core Competencies. (Appendix A)

Postsecondary Entrance Requirements

1. The secondary ECE Tech Prep student must meet all postsecondary admission requirements prior to admission into the postsecondary ECE degree program.

2. Participation in a secondary ECE Tech Prep program does not guarantee admission into the Centralia College ECE degree program.

3. Entrance requirements into the postsecondary ECE programs will be established by the institution granting the student admission.

Competency Profile

Due to the curriculum variances found within the participating LSTC secondary ECE programs, it is **required** that secondary ECE students requesting college equivalent credits present a profile/portfolio to the postsecondary ECE degree advisor.

This profile will be evaluated by the postsecondary ECE advisor to make a determination for partial or full credit.

ECE COMPETENCIES

- Appendix A

Document Portfolio Including the Following is Optional:

1. Official Secondary Transcript
2. Application for Tech Prep College Credits
3. Supervisors' Evaluations
4. Examples of work – Curriculum planning
   Lesson plans
   Journal entries
   Children's activities

LSTC secondary and postsecondary instructors will devise a follow-up procedure to determine the success of students who receive college-equivalent credits and/or advanced placement for postsecondary ECE degree program courses. Revision and modification will take place as needed. Annual evaluation will occur to review the agreement process.

Postsecondary Degree Program Application Procedure

In order for students to receive five or more credits in ECE at Centralia College, they must meet the following criteria:

1. The student and the secondary instructor will complete an "Application for Tech Prep College Credit." (Appendix C)
2. The student's profile will be reviewed by Centralia College ECE advisor during a personal interview with the student.
3. The student must earn a minimum of a 2.5 GPA in the secondary ECE class to be granted college-equivalent credit.
4. The secondary ECE student must meet all postsecondary admission requirements prior to admission into the postsecondary ECE degree program.
5. The college credits will be granted after the student successfully completes eight (8) credits in ECE course work with a 2.5 or better grade point average at Centralia College.

Application Processing Fees

There will be no additional application processing fee charged to students for recording the Application for Tech Prep College Credits.

Postsecondary Transcript Recording of Tech Prep Credits

1. A grade on college records will be posted as satisfactory.
2. LSTC Tech Prep Secondary ECE classes will appear as cumulative credit by the end of the first year.

The Role of Secondary ECE Instructors

1. Secondary ECE instructors will provide a curriculum based on but not limited to the agreed ECE competencies.
2. Secondary counselors/ECE instructors will recruit and advise students for participation in the Tech Prep program and provide information to parents of prospective students.
3. Secondary ECE instructors will provide this information to the counselors within their high schools.

The Role of Postsecondary ECE Degree Instructors

1. Postsecondary ECE degree program instructors agree to provide student follow-up evaluation to the secondary ECE instructors annually.
2. Postsecondary ECE degree program instructors will provide college degree information to the secondary ECE instructors.
3. Postsecondary ECE program instructors will be available to make presentations to secondary ECE students.

Appendix A

EARLY CHILDHOOD TECH PREP

Lewis-South Thurston Tech Prep Consortium

Early Childhood Education

KEY:
☐ COMPETENT
○ NOT COMPETENT

HEALTH/SAFETY/NUTRITIONAL NEEDS

☐ ○ I. Recognizes and responds to each child's health, safety, and nutritional needs.

☐ ○ A. Demonstrates awareness and understanding of communicable diseases/immunizations.

☐ ○ 1. Demonstrates knowledge of (including but not limited to):

☐ ○ a. Tuberculosis
☐ ○ b. Hepatitis B
☐ ○ c. Ecoli
☐ ○ d. Aids
☐ ○ e. Hepatitis
☐ ○ f. Colds
☐ ○ h. Impetigo
☐ ○ i. Scabies
☐ ○ j. Ear
☐ ○ k. Infections
☐ ○ l. Influenza
☐ ○ g. Lice

☐ ○ 2. Shows ability to perform health inspection on each child for (including but not limited to):

☐ ○ a. Impetigo
☐ ○ b. Scabies
☐ ○ c. Lice
☐ ○ d. General health of child

☐ ○ B. Uses appropriate health appraisal and makes referrals when necessary.

☐ ○ C. Understands nutritional needs of children.

☐ ○ 1. Shows ability to plan and prepare healthy food.
☐ ○ 2. Recognizes signs and symptoms of unmet nutritional needs.

☐ ○ II. Appropriately plans, maintains and facilitates the use of the indoor and outdoor environment to promote physical and mental health.

☐ ○ A. Demonstrates knowledge of:

☐ ○ 1. Emergency forms.
☐ ○ 2. Immunization records.
☐ ○ 3. Procedures for emergencies: including fire, earthquake.
☐ ○ 4. Fire extinguisher and alarm system.
☐ ○ 5. Sanitizing a kitchen, bathroom, and eating area.
☐ ○ 6. Demonstrates the ability to set up and maintain a safe and healthy classroom environment.

☐ ○ a. That reduces and prevents injury.
☐ ○ b. That allows for active and quiet time.

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☐ ○ B. Familiar with immunization records.

☐ ○ 1. Knowledge of state and federal laws.
☐ ○ 2. Knowledge of reasons why immunizations are necessary.
☐ ○ 3. Knowledge of resources.

☐ ○ III. Plans and carries out health care and educational activities.

☐ ○ A. Establishes patterns of hygiene for self and children in the following areas:

☐ ○ 1. Handwashing
☐ ○ 2. Communicable diseases
☐ ○ 3. Toothbrushing
☐ ○ 4. Personal hygiene
☐ ○ 5. Grooming

☐ ○ B. Obtains First Aid & CPR training.

☐ ○ 1. Holds current CPR card
☐ ○ 2. Holds current First Aid card
☐ ○ 3. Ability to recognize and perform emergency procedures on children:

☐ ○ a. Bleeding
☐ ○ b. Head injury
☐ ○ c. Broken limbs
☐ ○ d. Eye injuries
☐ ○ e. Fever
☐ ○ f. Seizures
☐ ○ g. Bloody nose
☐ ○ h. Poisons

☐ ○ IV. Recognizes signs of emotional distress, child abuse, and neglect in young children.

☐ ○ A. Demonstrates knowledge of symptoms and steps to correct abuse in the following areas:

☐ ○ 1. Personal safety
☐ ○ 2. Physical abuse
☐ ○ 3. Emotional abuse
☐ ○ 4. Sexual abuse
☐ ○ 5. Neglect

☐ ○ B. Shows knowledge of appropriate procedures to report suspected abuse or neglect to the designated authorities.
☐ ○ C. Shows ability to document suspected child abuse and/or neglect.

OBSERVATION / ASSESSMENT / RECORD KEEPING

☐ ○ I. Demonstrates knowledge of the importance of observation and assessment of children.

☐ ○ A. Demonstrates knowledge of typically developing children.
☐ ○ B. Knowledge of when to refer for further assessment.
☐ ○ C. Design a learning plan for a child based on observational data.

☐ ○ II. Demonstrates knowledge of and ability to use a variety of forms and record keeping methods.

☐ ○ A. Check in, check out
☐ ○ B. Daily log
☐ ○ C. Criminal history
☐ ○ D. Communication with parents

☐ ○ III. Demonstrates knowledge of developmental milestones as indicators of appropriate growth in these areas.

- ☐ ○ A. Physical
- ☐ ○ B. Emotional
- ☐ ○ C. Social
- ☐ ○ D. Cognitive
- ☐ ○ E. Language
- ☐ ○ F. Creative

☐ ○ IV. Applies a variety of methods to observe and record children's behavior and child development including:

- ☐ ○ A. Anecdotal records
- ☐ ○ B. Running records
- ☐ ○ C. Checklists
- ☐ ○ D. Time sampling
- ☐ ○ E. Formal (i.e., Dial, Denver, I.E.P.)

☐ ○ V. Follows all rules for observing in classroom.

- ☐ ○ A. Confidentiality
- ☐ ○ B. Professional behavior
- ☐ ○ C. Arrives on time
- ☐ ○ D. Makes prior appointment with the teacher

COMMUNICATION

☐ ○ I. Demonstrates oral and written communication skills.

- ☐ ○ A. Oral impression-shares information in a clear, logical order.
- ☐ ○ B. Communicates effectively with children.
- ☐ ○ C. Communicates effectively with parents and other adults.
- ☐ ○ D. Describes own communication style and adapts personal style to effectively communicate with others.

PROFESSIONALISM

☐ ○ I. Demonstrates professional work habits.

- ☐ ○ A. Maintains confidentiality.
- ☐ ○ B. Perseverance–continues difficult tasks until completed.
- ☐ ○ C. Initiative–finds work to do without being told and is self-motivated.
- ☐ ○ D. Reliability–does tasks assigned without constant supervision.
- ☐ ○ E. Adaptability–adjusts to changes in schedules, job assignments, supervisors.

☐ ○ II. Models neat and clean physical appearance.

- ☐ ○ A. Good grooming.
- ☐ ○ B. Dresses appropriately for variety of occasions.

☐ ○ III. Demonstrates good working relationships with colleagues and other professionals.

- ☐ ○ A. Is careful not to hurt others' feelings or cause anger.
- ☐ ○ B. Demonstrates willingness to work as a team member and assist others.
- ☐ ○ C. Maintains self-control.

☐ ○ IV. Demonstrates continuing commitment to acquire knowledge.

- ☐ ○ A. Participates in training and education.
- ☐ ○ B. Demonstrates desire to learn.

☐ ○ V. Adheres to the National Association for Education of Young Children (NAEYC) professional code of ethics.

CULTURAL AND INDIVIDUAL DIVERSITY

☐ ○ I. Shows acceptance of cultural and individual diversity.

- ☐ ○ A. Demonstrates acceptance of every child totally and unconditionally by using:
  - ☐ ○ 1. Verbal cues such as: tone of voice, acknowledging, praising, encouragement.
  - ☐ ○ 2. Non-verbal cues such as: smiling, eye contact, facial expressions, body language.
  - ☐ ○ 3. Equal time with each child.
  - ☐ ○ 4. Consistency with each child.
  - ☐ ○ 5. Appropriate responses to individual differences in children's communication styles.

☐ ○ II. Shows inclusion of a variety of beliefs and values in the curriculum and the environment.

- ☐ ○ A. Identifies and plans activities that improve and support a child's positive self-concept.
  - ☐ ○ 1. Identifies and utilizes activities that are stress-free and noncompetitive.
  - ☐ ○ 2. Plans and implements special recognition activities.
  - ☐ ○ 3. Plans activities that encourage self-help and responsibility.
  - ☐ ○ 4. Plans activities that promote decision making and problem solving.
- ☐ ○ B. Recognizes positive and negative self-concept in children and self.
  - ☐ ○ 1. Completes self-concept checklists on a child.
  - ☐ ○ 2. Examines own background.

CHILD GUIDANCE

☐ ○ I. Uses positive methods of guidance.

- ☐ ○ A. Formulates rules that are simple and clear, with childrens' input.
- ☐ ○ B. States rules in positive manner.
- ☐ ○ C. Physically arranges classroom to help children become self-regulating.
- ☐ ○ D. Teaches self-control.
- ☐ ○ E. Uses positive reinforcement.
- ☐ ○ F. Emphasizes positive rather than negative behavior.
- ☐ ○ G. Remains calm, firm and consistent.
- ☐ ○ H. Shows concern for victim.
- ☐ ○ I. Anticipates child's behavior and eliminates potential problems.
- ☐ ○ J. Acknowledges negative feelings as a natural part of child's growth and development.
- ☐ ○ K. Helps child verbalize feelings and needs.
- ☐ ○ L. Uses problem solving techniques.
- ☐ ○ M. Uses "I" message.
- ☐ ○ N. Seeks help when necessary.
- ☐ ○ O. Uses active listening.
- ☐ ○ P. Uses consequences: appropriate, natural/logical.
- ☐ ○ Q. Changes environment.
- ☐ ○ R. Offers choices.
- ☐ ○ S. Uses positive reinforcement and encouragement rather than competition, comparison or criticism.
- ☐ ○ T. Develops plans and activities to smooth transitions from one activity to another.

ECE TECH PREP COURSE RECOMMENDATIONS

- Appendix B

Appendix B

TECH PREP COURSE RECOMMENDATIONS

EARLY CHILDHOOD EDUCATION

The particular classes and order in which you take them may vary according to your district requirements and course offerings. See your counselor or Early Childhood instructor for information pertaining to your school.

SECONDARY GENERAL EDUCATION REQUIREMENTS

See high school course handbook (guide) for course variations

GRADE 9	GRADE 10	GRADE 11	GRADE 12	YEAR 13/14
English Social Studies Math PE Science Health/Elective	English Social Studies Math Science PE	English Social Studies Math Fine Arts HMFL	English Social Studies HMFL	TRANSFER TO COMMUNITY COLLEGE AS A CONTINUING STUDENT

RECOMMENDED TECH PREP COURSES

◄	Family and Consumer Science			►

RECOMMENDED ELECTIVES

May be taken in any order

Art	Consumer Economics	Family Living	Music
Child Development	Contemporary Living	Food/Nutrition	Psychology
Computer Applications	Drama	Health	

APPLICATION FOR TECH PREP COLLEGE CREDIT

• Appendix C

Application For Tech Prep College Credit

TO BE DEVELOPED BY THE TECH PREP ADMISSION COMMITTEE

Lewis - South Thurston Counties Tech Prep Consortium

EARLY CHILDHOOD EDUCATION COMPETENCY PROFILE

for use at Centralia College

CENTRALIA COLLEGE

Student: _____ **Soc. Sec. No.** _____
Last First M.I.

Program: _____ Grade 9 10 11 12 Adult School: _____

Instructor: _____ School Address: _____

Student's Home Address: _____ _____ Phone: _____

_____ Student's Employer Address: _____

_____ _____

_____ _____

Phone: _____ _____

Date of Birth: _____ Phone: _____

Contact in Case of Emergency

Name: _____ **OR** Name: _____

Address: _____ Address: _____

Phone: _____ Phone: _____

Family Doctor: _____ Office Phone: _____ Home Phone: _____

Insurance Company: _____ Insurance: _____

Hospital: _____ Allergies/Handicaps: (specify if any) _____

_____

The above information can be used for school records and/or to insure safety of students.This confidential information is not to be released to employers or the general public

Date of Enrollment: _____ Total Hours Absent: _____

Date of Withdrawals: _____ Total Times Tardy: _____

Date of Completion: _____ Total Lab Hours: _____

Total Class Hours: _____ Total On-Job Training Hours: _____

KEY:
☐ COMPETENT ○ NOT COMPETENT

HEALTH/SAFETY/NUTRITIONAL NEEDS

☐ ○ **I. Recognizes and responds to each child's health, safety, and nutritional needs.**

- ☐ ○ A. Demonstrates awareness & understanding of communicable diseases/immunizations.
  - ☐ ○ 1. Demonstrates knowledge of (including but not limited to):
    - ☐ ○ a. Tuberculosis
    - ☐ ○ b. Hepatitis B
    - ☐ ○ c. Ecoli
    - ☐ ○ d. Aids
    - ☐ ○ e. Hepatitis
    - ☐ ○ f. Colds
    - ☐ ○ g. Lice
    - ☐ ○ h. Impetigo
    - ☐ ○ i. Scabies
    - ☐ ○ j. Ear
    - ☐ ○ k. Infections
    - ☐ ○ l. Influenza
  - ☐ ○ 2. Shows ability to perform health inspection on each child for (including but not limited to):
    - ☐ ○ a. Impetigo
    - ☐ ○ b. Scabies
    - ☐ ○ c. Lice
    - ☐ ○ d. General health of child
- ☐ ○ B. Uses appropriate health appraisal and makes referrals when necessary.
- ☐ ○ C. Understands nutritional needs of children.
  - ☐ ○ 1. Shows ability to plan and prepare healthy food.
  - ☐ ○ 2. Recognizes signs and symptoms of unmet nutritional needs.

☐ ○ **II. Appropriately plans, maintains and facilitates the use of the indoor and outdoor environment to promote physical and mental health.**

- ☐ ○ A. Demonstrates knowledge of:
  - ☐ ○ 1. Emergency forms.
  - ☐ ○ 2. Immunization records.
  - ☐ ○ 3. Procedures for emergencies: including fire, earthquake.
  - ☐ ○ 4. Fire extinguisher and alarm system.
  - ☐ ○ 5. Sanitizing a kitchen, bathroom, & eating area.
  - ☐ ○ 6. Demonstrates the ability to set up and maintain a safe and healthy classroom environment.
    - ☐ ○ a. That reduces and prevents injury.
    - ☐ ○ b. That allows for active and quiet time.
- ☐ ○ B. Familiar with immunization records.
  - ☐ ○ 1. Knowledge of State and Federal laws.
  - ☐ ○ 2. Knowledge of reasons why immunizations are necessary.
  - ☐ ○ 3. Knowledge of resources.

☐ ○ **III. Plans and carries out health care and educational activities.**

- ☐ ○ A. Establishes patterns of hygiene for self and children in the following areas:
  - ☐ ○ 1. Handwashing.
  - ☐ ○ 2. Communicable diseases.
  - ☐ ○ 3. Toothbrushing.
  - ☐ ○ 4. Personal hygiene.
  - ☐ ○ 5. Grooming.
- ☐ ○ B. Obtains First Aid & CPR training.
  - ☐ ○ 1. Holds current CPR card.
  - ☐ ○ 2. Holds current First Aid card.
  - ☐ ○ 3. Ability to recognize and perform emergency procedures on children:
    - ☐ ○ a. Bleeding.
    - ☐ ○ b. Head injury.
    - ☐ ○ c. Broken limbs.
    - ☐ ○ d. Eye injuries.
    - ☐ ○ e. Fever.
    - ☐ ○ f. Seizures.
    - ☐ ○ g. Bloody nose.
    - ☐ ○ h. Poisons.

☐ ○ **IV. Recognizes signs of emotional distress, child abuse, and neglect in young children.**

- ☐ ○ A. Demonstrates knowledge of symptoms & steps to correct abuse in the following areas:
  - ☐ ○ 1. Personal safety.
  - ☐ ○ 2. Physical abuse.
  - ☐ ○ 3. Emotional abuse.
  - ☐ ○ 4. Sexual abuse.
  - ☐ ○ 5. Neglect.
- ☐ ○ B. Shows knowledge of appropriate procedures to report suspected abuse or neglect to the designated authorities.
- ☐ ○ C. Shows ability to document suspected child abuse and or neglect.

OBSERVATION / ASSESSMENT / RECORD KEEPING

☐ ○ **I. Demonstrates knowledge of the importance of observation and assessment of children.**

- ☐ ○ A. Demonstrates knowledge of typically developing children.
- ☐ ○ B. Knowledge of when to refer for further assessment.
- ☐ ○ C. Design a learning plan for a child based on observational data.

☐ ○ **II. Demonstrates knowledge of and ability to use a variety of forms and record keeping methods.**

- ☐ ○ A. Check in, check out.
- ☐ ○ B. Daily log.
- ☐ ○ C. Criminal history.
- ☐ ○ D. Communication with parents.

Student _____ Last _____ First _____ M.I. _____

☐ ○ **III. Demonstrates knowledge of developmental milestones as indicators of appropriate growth in these areas.**

- ☐ ○ A. Physical
- ☐ ○ B. Emotional
- ☐ ○ C. Social
- ☐ ○ D. Cognitive
- ☐ ○ E. Language
- ☐ ○ F. Creative

☐ ○ IV. Applies a variety of methods to observe and record children's behavior and child development including:

- ☐ ○ A. Anecdotal records
- ☐ ○ B. Running records
- ☐ ○ C. Checklists
- ☐ ○ D. Time sampling
- ☐ ○ E. Formal, (i.e., Dial, Denver, I.E.P.)

☐ ○ **V. Follows all rules for observing in classroom.**

- ☐ ○ A. Confidentiality
- ☐ ○ B. Professional behavior
- ☐ ○ C. Arrives on time
- ☐ ○ D. Makes prior appointment with the teacher

COMMUNICATION

☐ ○ **I. Demonstrates oral and written communication skills.**

- ☐ ○ A. Oral impression-shares information in a clear, logical order.
- ☐ ○ B. Communicates effectively with children.
- ☐ ○ C. Communicates effectively with parents and other adults.
- ☐ ○ D. Describes own communication style and adapts personal style to effectively communicate with others.

PROFESSIONALISM

☐ ○ **I. Demonstrates professional work habits.**

- ☐ ○ A. Maintains confidentiality.
- ☐ ○ B. Perseverance-continues difficult tasks until completed.
- ☐ ○ C. Initiative-finds work to do without being told and is self-motivated.
- ☐ ○ D. Reliability-does tasks assigned without constant supervision.
- ☐ ○ E. Adaptability-adjusts to changes in schedules, job assignments, supervisors.

☐ ○ **II. Models neat and clean physical appearance.**

- ☐ ○ A. Good grooming.
- ☐ ○ B. Dresses appropriately for variety of occasions.

☐ ○ **III. Demonstrates good working relationships with colleagues and other professionals.**

- ☐ ○ A. Is careful not to hurt others feelings or cause anger.
- ☐ ○ B. Demonstrates willingness to work as a team member & assist others.
- ☐ ○ C. Maintains self-control.

☐ ○ **IV. Demonstrates continuing commitment to acquire knowledge.**

- ☐ ○ A. Participates in training and education.
- ☐ ○ B. Demonstrates desire to learn.

☐ ○ **V. Adheres to the National Association for Education of Young Children (NAEYC) professional code of ethics.**

CULTURAL AND INDIVIDUAL DIVERSITY

☐ ○ **I. Shows acceptance of cultural and individual diversity.**

- ☐ ○ A. Demonstrates acceptance of every child totally and unconditionally by using:
  - ☐ ○ 1. Verbal cues such as: tone of voice, acknowledging, praising, encouragement.
  - ☐ ○ 2. Non-verbal cues such as: smiling, eye contact, facial expressions, body language.
  - ☐ ○ 3. Equal time with each child.
  - ☐ ○ 4. Consistency with each child.
  - ☐ ○ 5. Appropriate responses to individual differences in children's communication styles.

☐ ○ **II. Shows inclusion of a variety of beliefs and values in the curriculum and the environment.**

- ☐ ○ A. Identifies and plans activities that improve and support a child's positive self-concept.
  - ☐ ○ 1. Identifies & utilizes activities that are stress-free and noncompetitive.
  - ☐ ○ 2. Plans & implements special recognition activities.
  - ☐ ○ 3. Plans activities that encourage self-help and responsibility.
  - ☐ ○ 4. Plans activities that promote decision making and problem solving.
- ☐ ○ B. Recognizes positive and negative self-concept in children and self.
  - ☐ ○ 1. Completes self-concept checklists on a child.
  - ☐ ○ 2. Examines own background.

CHILD GUIDANCE

☐ ○ **I. Uses positive methods of guidance.**

- ☐ ○ A. Formulates rules that are simple and clear, with childrens' input.
- ☐ ○ B. States rules in positive manner.
- ☐ ○ C. Physically arranges classroom to help children become self-regulating.
- ☐ ○ D. Teaches self-control.
- ☐ ○ E. Uses positive reinforcement.
- ☐ ○ F. Emphasizes positive rather than negative behavior.
- ☐ ○ G. Remains calm, firm & consistent.
- ☐ ○ H. Shows concern for victim.
- ☐ ○ I. Anticipates child's behavior and eliminates potential problems.
- ☐ ○ J. Acknowledges negative feelings as a natural part of child's growth & development.
- ☐ ○ K. Helps child verbalize feelings and needs.
- ☐ ○ L. Uses problem solving techniques.
- ☐ ○ M. Uses "I" message.
- ☐ ○ N. Seeks help when necessary.
- ☐ ○ O. Uses active listening.
- ☐ ○ P. Uses consequences: appropriate, natural/logical.
- ☐ ○ Q. Changes environment.
- ☐ ○ R. Offers choices.
- ☐ ○ S. Uses positive reinforcement and encouragement rather than competition, comparison or criticism.
- ☐ ○ T. Develops plans and activities to smooth transitions from one activity to another.

Instructor's Comments: _____

Special Projects: _____

Related Work Experience Comments: _____